

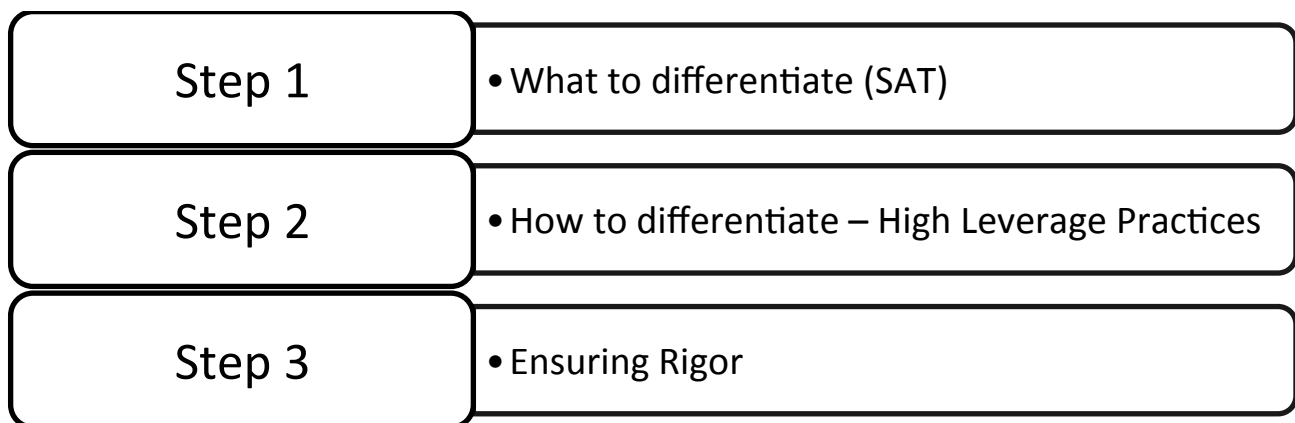
# Exceptional, Not Extra: English Language Arts Experiences for Gifted Learners



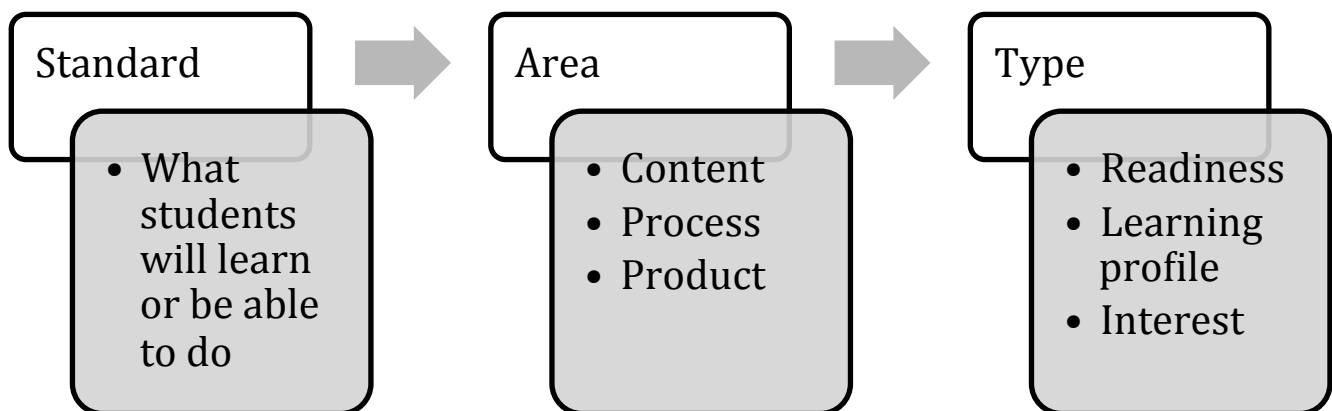
<http://lizfogarty.weebly.com/ncagt-2016---ela-gifted.html>

Fogarty, E. A. (2016). Language arts curriculum for gifted learners. In Kristen R. Stephens & Frances A. Karnes (Eds.), *Introduction to Curriculum Design in Gifted Education* (pp.129-150). Waco, TX, Prufrock Press.

## Steps for Modifying Curriculum to Meet the Needs of Gifted ELA Students



## Step 1: WHAT to Differentiate (SAT)



## Step 2: HOW to Differentiate (High Leverage Practices)

Curricular Essential	Definition
<b>Pre-assessment</b>	Determine what students know before starting a unit and excuse them from content already mastered
<b>Use of Concepts, Themes, Big ideas</b>	Utilize themes and big ideas that allow students to see connections among content and disciplines
<b>Pace of Instruction</b>	Modify the pace of lessons to match student need, accelerating the pace with student proficiency
<b>Creative Productivity</b>	Encourage students to produce novel works
<b>Interest-Based Choice</b>	Connect content to student interests or allow for choice whenever possible

## Step 3: Ensuring Rigor

### Rigor Questions

from Matusevich, M. N., O'Connor, K. A., & Hargett, M. V. P. (2009). The non-negotiables of academic rigor. *Gifted Child Today*, 32(4), 44-52.

In what ways does this lesson or unit:

1. have qualitatively different academic environments?
2. focus on more in-depth, complex concepts and ideas?
3. build upon students' interests, strengths, and personal goals?
4. engage students consistently in sophisticated investigations?
5. employ advanced critical processes (including: finding, inventing, and sharing solutions to real-world problems as well as identifying problems [problem finding], determining accuracy, analyzing alternate solutions, making decisions?
6. employ advanced creative processes (including: purposeful analysis, imaginative idea generation, and critical evaluation)?
7. employ investigative and open-ended learning processes (including exploration, experimentation)?
8. encourage students to be risk takers?
9. foster lifelong learning?
10. foster student self-evaluation?